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# State Teachers College ▲ ▲ ▲

The Commonwealth of  
Massachusetts

1952-53



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State Teachers College  
Fitchburg, Mass.




Catalog Number

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BULLETIN

1952-1953



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## Board of Education

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### Term expires

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1952	MISS GRACE A. BUXTON, VICE CHAIRMAN, 8 Haviland Street, Worcester
1956	DR. WILLIAM E. PARK, SECRETARY, Northfield Schools, East Northfield
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1955	MR. G. JOHN GREGORY, 376 Boylston St., Boston
1957	DR. OWEN B. KIERNAN, 5 Winthrop Road, Wayland
1958	DR. LEO C. DONAHUE, 108 Summer St., Somerville
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Commissioner of Education

PATRICK J. SULLIVAN

Director, Division of Elementary and Secondary Education

and

STATE TEACHERS COLLEGES

GEORGE H. VARNEY

Business Agent

# Faculty

ELLIS F. WHITE, Ed.D. (1950) *	President
B.S., A.M., St. Lawrence University	
Ed.D., New York University	
JOSEPHINE A. BOLGER, A.M. (1929)	Dean of Women
Diploma, Sargent School of Physical Education	
B.S. in Ed., Boston University	
A.M., McGill University	
RACHEL S. BRUCE, A.M. (1927)	Assistant Director of Practice
Diploma, State Teachers College at Fitchburg	
B.S., A.M., Columbia University	
MARION E. CLARK, A.M. (1949)	Instructor
Arnold College	in Physical Education
A.B., Ohio Wesleyan College	
A.M., Western Reserve University	
GEORGE F. CONDIKE, Ph.D. (1947)	Associate Professor
A.B., DePauw University	of Physical Science
Ph.D., Cornell University	
FLORENCE D. CONLON, Ed.M. (1919)	Associate Professor
Diploma, State Teachers College at Fitchburg	of Art
B.S. in Ed., Ed.M., Boston University	
MICHAEL J. CONLON, A.M. (1937)	Associate Professor
A.B., Holy Cross College	of Social Science
A.M., Boston College	
CORNELIUS S. DONOGHUE, A.M. (1937)	Associate Professor
A.B., Holy Cross College	of Social Science
A.M., Clark University	
ROBERT G. ELLIOT, A.M. (1941)	Assistant Professor
B.P.E., Springfield College	of Physical Education
A.M., Columbia University	
WILLIAM E. FARRINGTON, A.M. (1948)	Instructor
B.S.E., Massachusetts School of Art	in Arts and Crafts
A.M., Columbia University	
CLIFFORD W. HAGUE, Ed.M. (1933)	Associate Professor
A.B., Lawrence College	of Industrial Arts
Ed.M., Harvard University	(Printing)

\*Date in parentheses indicates year joined faculty.



- WALTER J. HARROD, ED.M. (1947) Assistant Professor  
B.S. in Ed., Ed. M., State Teachers of Industrial Arts  
College, at Fitchburg Woodworking
- JAMES J. HAMMOND, ED.M. (1937) Director, Industrial Arts  
B.S. in Ed., State Teachers College at Fitchburg  
Ed.M., Harvard University
- ARTHUR C. HARRINGTON, A.M. (1919) Associate Professor  
A.B., A.M., Boston University of Social Science
- ELIZABETH M. HASKINS, M.S. (1947) Assistant Professor  
B.S., M.S., Massachusetts Institute of of Mathematics  
Technology  
A.M. in Teaching, Radcliffe
- CORA M. HASSELL, B.S. IN ED. (1922) Librarian  
Diploma, State Teachers College at Hyannis  
B.S. in Ed., Boston University  
Simmons College Library Certificate
- DANIEL L. HEALY, ED.M. (1945) Assistant Professor  
A.B., Boston College of English  
Mus.B., Curtis Institute  
Ed.M., State Teachers College at Hyannis
- OTTO C. HEJKAL, ED.D. (1950) Supervisor of  
B.S. in Ed., State Teachers College, Student Teaching  
Kearney, Nebraska (Industrial Arts)  
Ed.M., Ed.D., University of Missouri,  
Columbia, Missouri
- ROGER F. HOLMES, ED.M. (1940) Director of Training Schools  
A.B., Wesleyan University  
Ed.M., Boston University
- ECKHART A. JACOBSEN, M.S. IN ED. (1946) Assistant Professor  
B.S., Oswego State Teachers College of Industrial Arts  
M.S. in Ed., Cornell University (Drawing)
- RICHARD L. KENT, M.M. (1947) Assistant Professor  
B.M.E., Drake University of Music  
M.M., New England Conservatory of Music
- EVERETT E. KOEHLER, A.M. (1946) Assistant Professor  
B.S., Buffalo State Teachers College of Industrial Arts  
A.M., New York University (Electricity and Power Mechanics)
- MAX M. KOSTICK, A. M. (1950) Assistant Professor of  
A.B., University of New Hampshire Psychology And  
M.A.T. Harvard University Measurements

- KATHERINE M. McCARTY, Ed.M. (1911) Assistant Professor  
B.S. in Ed., State Teachers College at Fitchburg of English  
Ed.M., Boston University
- BELLE M. NIXON, A.M. (1932) Assistant Professor  
Ph.B., University of Chicago of English  
A.M., Columbia University
- HARRY F. PERCIVAL, Ed.D. (1928) (on leave) Professor of  
A.B., Ottawa University Psychology and Measurements  
A.M., University of Kansas Chairman of Graduate Study  
Ed.M., Ed.D., Harvard University
- ARTHUR E. PURINTON, B.S. (1926) Assistant Professor  
B.S., Bradley Polytechnic Institute of Industrial  
Arts (General Metal)
- WILLIAM L. RINEHART, A.M. (1936) Instructor  
Diploma, California State Teachers College in Penmanship  
B.S. in Ed., A.M., University of Pittsburg
- HELEN B. ROSS, Ph.D. (1949) Associate Professor  
Diploma State Teachers College, of Biology  
Westchester, Pennsylvania  
A.B. Lebanon Valley College  
A.M., Ph.D., Cornell University
- ANNA G. E. SIMMONS, A.M. (1925) Assistant Professor  
B.Ed., A.M., Clark University of Geography
- RALPH F. WESTON, A.M. (1926) Dean and Professor  
Diploma, State Teachers College at Fitchburg of Mathematics  
A.B., A.M., University of New Hampshire

### SCHOOLS OF OBSERVATION AND PRACTICE JUNIOR HIGH SCHOOL

- EDWIN R. CLARK, Ed.D. (1931) Principal and  
A.B., Clark University Assistant Professor of  
A.M., University of Illinois Education  
Ed. D., Boston University
- SIGNE ANTILA, Ed.M. (1946) Instructor  
B.S. in Ed., Ed.M., State in Geography, Mathematics  
Teachers College at Fitchburg
- GERTRUDE M. CUNNINGHAM, Ed.M. (1928) Instructor  
Diploma, State Teachers College at Fitchburg in Social Science  
B.S., Ed.M., Boston University

RUTH M. DONOVAN, B.S. in Ed. (1945) B.S. in Ed., State Teachers College at Fitchburg Ed. M. State Teachers College at Fitchburg	Instructor in Physical Education
GERTRUDE L. FISKE, A.M. (1931) B.S., University of Connecticut A.M., Columbia University	Instructor in Household Arts
PHILLIP A. McMURRAY, Ed.M. (1947) A.B., Manhattan College Ed.M., State Teachers College at Fitchburg	Instructor in English
LILLIAN TATER, Ed.M. (1943) B.S. in Ed., State Teachers College at Fitchburg Ed.M., Harvard University	Instructor in English
WILLIAM R. TRACEY, Ed.M. (1948) B.S. in Ed., State Teachers College at Fitchburg Ed.M., Boston University	Instructor in Science
JOSEPH E. UNDERWOOD, JR., Ed.M. (1936) A.B., Holy Cross College B.S. in Ed., Ed. M., State Teachers College at Fitchburg	Instructor in Mathematics

# EDGERLY SCHOOL

LOUISE WINGATE, A.M. (1929) Diploma, State Teachers College at North Adams B.S. in Ed., A.M., Boston University	Principal and Assistant Professor of Education
MARION B. CUSHMAN, Ed. M. (1951) B.S. in Ed., Boston University Ed. M., Harvard	Instructor
RITA M. FOLEY, A.M. (1947) B.S. in Ed., State Teachers College at Lowell A.M., University of New Hampshire	Instructor
ELMA M. JOHNSON, Ed.M. (1919) Diploma, State Teachers College at Fitchburg Adj.A. Harvard University Ed.M., State Teachers College at Fitchburg	Instructor
ELIZABETH O'CONNOR, B.S. in Ed. (1948) B.S. in Ed., State Teachers College, Fitchburg	Instructor

ELIZABETH QUATTLANDER, Ed.M. (1935)	Instructor
Diploma, State Teachers College at Fitchburg	
B.S. in Ed., Ed.M., Boston University	

### DILLON SCHOOL

MARGARET SHEA, Ed.M. (1948)	Principal and
B.S. in Ed., State Teachers College at Fitchburg	Assistant Professor
Ed.M., Boston University	of Education
MARION F. ANTHONY, B.S. IN ED. (1945)	Instructor
B.S. in Ed., State Teachers College at Fitchburg	
CATHERINE C. WESTON, B.S. IN ED. (1945)	Instructor
B.S. in Ed., State Teachers College at Fitchburg	

### BURBANK HOSPITAL SCHOOL OF NURSING

GRACE GUMMO, R.N.	Principal
Massachusetts General Hospital	
NORMA WOODRUFF, R.N., M.A.	Director and Coordinator
M.A., Columbia University	Nursing Education
JEANNETE CHALIFOUX, R.N., B.S. in Ed.	Assistant Instructor
B.S. in Ed., State Teachers College at Fitchburg	in Nursing
ALMA HARRIS, B.S. in Ed.	Therapeutic Dietitian
B.S. Framingham State Teachers College	
JEAN METZLER, R.N., B.S. in Ed.	Assistant Instructor
B.S. in Ed., State Teachers College at Fitchburg	in Sciences
WINIFRED SHUMAN, R.N., B.S.	Instructor in Sciences
B.S., Boston University	
ANN CAROLYN SMITH, R.N., M.S.	Supervisor and Instructor
M.S., Yale University School of Nursing	in Clinical Sciences
LAVINA JEANETTE SMITH, R.N., B.S. in Ed.	Assistant Instructor
B.S. in Ed., State Teachers College at Fitchburg	in Nursing
ARLINE WEBSTER, R.N., M.A.	Director and Instructor
M.A., Columbia University	Clinical Studies

ALICE DOWD, R.N., B.S. B.S., Boston College	Public Health Coordinator and Instructor
DORRIS CAMPBELL, R.N. Plymouth State Teachers College School of Nursing, Burbank Hospital	Instructor in Nursing
PAULINE BOLDONI, R.N. B.S. in Ed. B.S. in Ed. State Teachers College at Fitchburg	Assistant Instructor

### ADMINISTRATION

RAUHA WAYRYNEN	Principal Clerk, Registrar
LOUISE HAGAN	Junior Clerk, Secretary
CLAIRE LAVOIE	Junior Clerk
EDNA LANTHIER	Junior Clerk
HERBERT CLEMENTS	Supt. of Buildings and Grounds
HERBERT A. TUCK, M.D.	College Physician
MARY BARNICLE, R.N.	College Nurse



## The State Teachers College at Fitchburg

THE State Teachers College at Fitchburg was originally established as a Normal School under the provisions of Chapter 457, Acts of 1894 of the General Laws. Empowered to confer degrees upon its qualified candidates, the College presently offers a thorough education in the liberal arts and sciences with the opportunity to major in the art of teaching, leading to the degrees of Bachelor of Science in Education and the graduate degree of Master of Science in Education. Its graduates therefore have the rounded education of the cultivated man and woman, and are prepared to engage in a profession that is of utmost importance to the public welfare.

### LOCATION AND ADVANTAGES

On a spacious campus clusters the group of buildings associated with the State Teachers College at Fitchburg. The location is six hundred feet above sea level and commands interesting panoramic views of Mt. Wachusett to the south and Pearl Hill to the north.

There are seven buildings and a greenhouse on the property. Two dormitories, centrally located on campus, provide attractive living accomodations for men and women students. There are two campus training schools for children in grades I-VI, and in grades VII-IX. The latter building, the Teachers College Junior High, is the only training school of its type in this state.

The location of the college is ideal. The school enjoys the cultural and educational advantages of a progressive community in its preparation of future teachers, and the less common advantage of a country-college campus with broad lawns, shade trees, and evidences of the gardener's art. The tone of the social and intellectual life of the students is naturally affected by the physical setting of the college.

### CAREERS IN EDUCATION

Personable young men and women of high moral integrity and sound physical health who accept the call of teaching enter upon a noble and useful profession. Into their care will be entrusted the children of America whose destinies and self-realizations they will help

mould and direct for purposeful citizenship within their community, state, and nation. They will serve the good of society and promote the physical, social, and moral welfare of their pupils.

There is a pressing demand for teacher candidates in the schools of the United States and especially in Massachusetts. The opportunities for qualified personnel within the ranks of education are many and great. The desire to teach and guide children, and the ambition to grow professionally while in service are among the requirements of a successful teacher.

Classroom teaching is but one of the many positions obtainable in the educational world. More responsible and more influential positions available to successful teachers are those of the teaching specialists of the retarded, the handicapped, and the remedial classes; the reading consultants, the speech clinicians, the demonstration teachers in teachers colleges, and college teachers. The administrative positions of the elementary and secondary school principalships, supervisors, and school superintendents can also be realized by those who desire this chosen field.

The State Teachers College at Fitchburg provides courses of study to prepare teachers in the fields of Elementary, Junior High, Industrial Arts, and Nursing Education. In the fulfillment of objectives of teacher education, the College also provides the personal and professional guidance essential for the proper and efficient development of these teachers.

## EDUCATION

The candidate for admission to the State Teachers College at Fitchburg (in preparation for teaching other than Industrial Arts) makes a tentative choice between the Primary Curriculum (training for Grades 1 - 4) and the Upper Grade - JHS Curriculum (training for Grades 5 - 9). This tentative choice is made on the candidate's application blank. Such a choice is, of course, based on less than the detailed knowledge of needs and interests which the student will acquire in the first two years at this college. Therefore, it may seem desirable to the student or desirable to the college authorities to revise this tentative choice of course at the end of the second year.

Final entrance into the Upper Grade JHS course will require that a high standard of scholarship shall have been attained during the first two years in the subjects in which the student wishes to be-

come a specialist teacher in the Junior High School. Permission finally to enter the Upper Grade JHS Curriculum will also depend upon the possession by the student of those particular traits of personality best suited to upper grade pupils.

Final entrance into the Primary Curriculum will depend upon a high standard in general scholarship during the first two years and upon the possession by the student of the traits of personality necessary for success in teaching little children.

Since this college is maintained to meet the needs for teachers in the Commonwealth of Massachusetts, it seeks to maintain a reasonable relationship between the numbers which it trains for the several fields of teaching and the demand for teachers in those fields. Therefore, the college maintains quotas which limit the numbers who may be trained for Upper Grade - JHS teaching and for Primary teaching. These quotas are flexible and change from year to year in accordance with demand. It is not possible to inform candidates for entrance as to what the quota limits will be at the end of their second college year.

## CAMPUS AND BUILDINGS

Thompson Hall provides the administration and faculty offices, 14 classrooms, two science laboratories, the gymnasium, and a large and well selected library.

Miller Hall Dormitory. This building provides room accommodations for 60 young women. Supervised by the dean of women, it also contains the quarters of the nurse who is in fulltime attendance in case of need. The social rooms on the first floor are adequate in size and furnishings for social events in which all members of the hall participate.

Palmer Hall Dormitory. This building provides room accommodations for 75 young men. Supervised by the faculty sponsor, it also provides living quarters for the matron and dietitian. The Dining Hall with a capacity of 175, and the kitchen are located on the ground floor of Palmer Hall. The men's lobby on the first floor contains facilities for various recreational activities, and student rooms are convenient and comfortable. Students who do not live at home or with close relations are expected to live in dormitories when rooms are available with the exception of those who work for board and room in approved homes.

## TRAINING SCHOOLS FOR STUDENT TEACHING

### Observation and Demonstration

A very important phase of a teacher's professional education is the contact with actual school situations. To provide this opportunity, the college maintains three training schools with approximately 500 pupils: two elementary schools and a junior high school.

**Edgerly Training School.** This campus training school was erected to accommodate children in grades one to six. It contains twelve classrooms and, in addition, provides quarters for the commuting students.

**Junior High Training School.** This campus training school provides educational facilities for approximately 200 pupils in grades VII, VIII, IX. This building contains seven classrooms, a household arts suite for cooking and sewing, and four shops for the junior high school boys. The Herlihy Auditorium which seats 600 is located in the junior high training school. Student assemblies, presentations of the college dramatic and musical organizations, illustrated lectures and educational motion pictures are conducted in the auditorium.

**The Dillion Training School.** In addition to the facilities listed above the college has the use and direction of the D. M. Dillon School, a city school building. This elementary training school, located on Day Street about a quarter of a mile from the campus, houses 150 children in grades one to six.

The five campus buildings already described are connected by underground tunnels which were constructed by men students in the Industrial Arts Course. These tunnels make it possible for students in inclement weather to go from one building to another without exposing themselves to the risks of the seasons.

The first Industrial Arts teacher training curriculum was inaugurated at this institution in 1910. A modern industrial arts building now provides the best possible accommodations and equipment for the training of teachers of industrial arts in junior and senior high schools.

**Industrial Arts Building (1936).** This building, erected on the northeast side of the inner campus, provides first class shop equipment for the Industrial Arts Course. The building is factory type with overhead lighting and metal construction. The shops in this building are



as follows: Woodworking, Printing, Drawing, Sheet Metal and Machine Shop, General Shop, Electrical and Power Mechanics Shop, and Industrial Laboratory.

The Library. Extending through the middle of the second floor of the Administration Building, the library is arranged on the alcove plan to provide individual study tables for 85 persons. One section of the library is equipped to provide a homelike, informal atmosphere for recreational reading of newspapers, current periodicals, and new books. The library regulations, planned to secure the intelligent and democratic use of all its materials, are under the jurisdiction of the Library Committee of seven members, representing students and faculty. The college librarian together with her corps of assistants, college students trained in the knowledges and skills of library service, provide constructive instruction in the effective use of the library facilities, and arrange library materials and exhibits deemed necessary and helpful in class work by faculty members.

Adequate files of illustrative materials supplement the books in the fields of Education, Social Studies, and Industrial Arts to meet the needs of the different teacher - training curricula. Bulletins of the Office of Education, reports of the Massachusetts State Department of Education, publications of the N. E. A. and American Council on Education, and other pamphlets are received and filed for library use. Other special features are the selection of children's books for the use of students in training and a collection of Industrial Arts books, chosen with the active cooperation of a committee from EPSILON PI TAU chapter of the college.

In conjunction with the library facilities of the college, The Fitchburg Public Library, located less than a mile from the campus, has an excellent general library, and its staff is always most helpful in providing additional library resources. The recently completed Youth Library is an ultra-modern, well equipped storehouse of treasure for school age children. Field trips are scheduled frequently for the pupils of Teachers College training schools in a joint effort by the library staff and student teachers to present to their pupils the values and opportunities contained in a special library for youth.

Hastings Greenhouse. This very valuable asset which provides laboratory experiences to both college students and training school pupils was presented to the institution by Mr. George H. Hastings,



a former member of the faculty of the Fitchburg State Teachers College. Vegetable and flower gardens, shrubbery and trees provide excellent opportunities for Nature Study.

The Athletic Field on the north border of the campus has a playing area of approximately seven acres. Plans have been accepted for a new gymnasium which will include game rooms, basketball floor, and adequate locker facilities.

## ATHLETIC PROGRAM

The main source of intercollegiate athletic competition in soccer, basketball, baseball, track and tennis, is provided by the New England Teachers College Athletic Conference. This includes a total of 12 teachers colleges throughout New England with a unity of purpose in the field of teacher training. It affords an excellent training program for the many students participating who will enter the school systems of New England as teachers and coaches. Contests are also scheduled with liberal arts and technical colleges within the area. A varsity "F" is awarded to the team members who meet the standards of competition established for these contests.

The intramural athletic program includes competition in soccer, touch football, basketball and softball on a class or campus club basis. An award is made to the team that becomes a champion in any of these sports. This program provides opportunity for a greater number of men than can be adequately taken care of by varsity athletics.

Because of the favorable location of the college, there are winter sports such as skating and skiing sponsored by the Ski Club.

The Women's Athletic Association provides a full sports program for women. Major sports are field hockey, basketball, volleyball and softball. The women's teams, have friendly competition with other teachers colleges in addition to the intra-mural program.

Other sports are archery, tennis, badminton, and bowling.

## Requirements For Admission

**1. Application for Admission.** Every candidate for admission to a teachers college is required to fill out a blank entitled "APPLICA-

TION FOR ADMISSION TO STATE TEACHERS COLLEGES" and send it to the president of the Teachers College of his choice. This blank may be obtained at the high school or the teachers college and may be filed after January 1 of the year in which the candidate desires to enter. The blank should be filed by March 25. Applications will be accepted after March 25, but, in any of the Teachers Colleges where waiting lists are established, as explained in VII, candidates applying after this date will be placed on waiting lists following the September examinations.

**II. Blank to be Filed by The High School Principal.**

The principal of the high school is expected to fill out a blank giving the "HIGH SCHOOL RECORD" for each year, and a "RATING OF PERSONAL CHARACTERISTICS" and send it to the President of the Teachers College.

**III. General Qualifications.**

Every candidate for admission as a regular student must meet the following requirements:

**1. Health.** The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

**2. High School Graduation.** The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

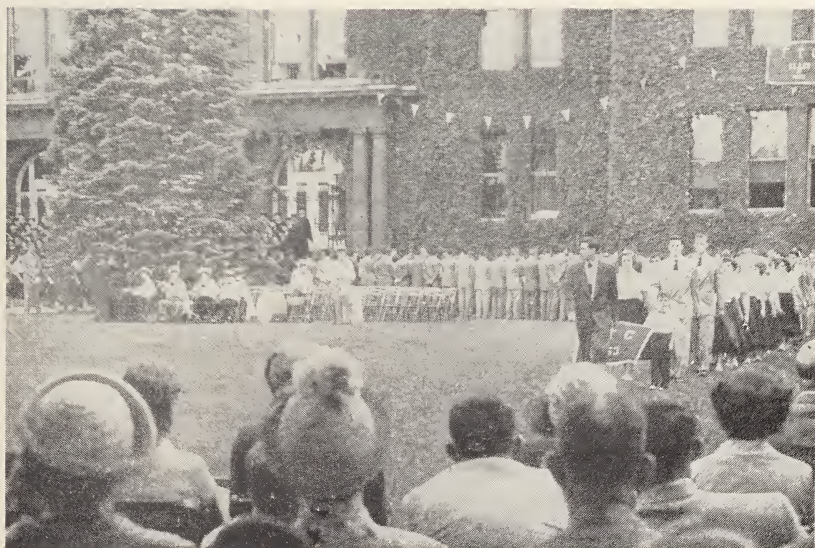
**3. Completion of Fifteen Units of High School Work.** The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

**4. Personal Characteristics.** The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candi-

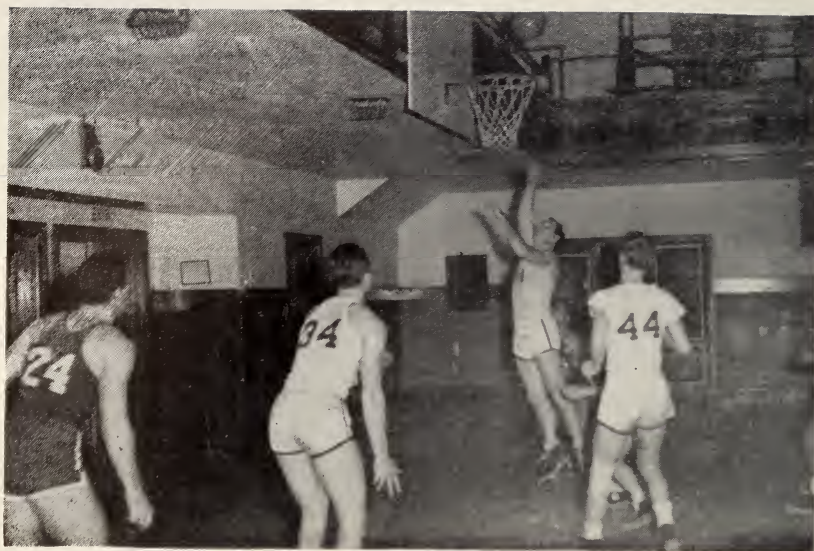


Carnival Ball



Class Day





Intercollegiate Sports



Intramural Sports

date must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

#### IV. Scholarships Requirements for Admission by Certificate.

(For Admission by Examination, see V) Of the 15 units presented for admission 12 must be selected from Number 2 following and must include the 7 units listed in this paragraph as "Prescribed." The additional 3 units required may consist of any work which the high school accepts in partial fulfillment of its graduation requirements:

##### 1. Prescribed 7 Units.

English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

##### 2. Distribution of Units for Certified Applicants.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Industrial Arts, 2 units.

##### 3. Admission by Certificate. (Plan I)

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list and five others from the list given under IV 2. The number of units offered is subject to the restriction of IV 2.



In the case of subjects which continue for two years the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

#### **4. Admission by Certificate (Plan II)**

Students in the upper quarter of the high school, or college preparatory class, are eligible for admission without examination, provided that they have completed fifteen units and have received passing grades in the seven units listed as "Prescribed."

#### **V. Admission by Examination**

Students who are not eligible for admission by certificate or by reason of upper quarter standing as described in the foregoing, but who possess a high school diploma or its equivalent and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Candidates applying under the provision will be personally interviewed at the Teachers College to which application is being made. Their standing will be determined by the scholastic and personality records, examination scores, and personal interviews.

**VI. Waiting Lists.** If the number of applicants for admission who have applied by March 25 is in excess of the number that the facilities of the Teachers College will accommodate, the scholastic records and the ratings of the personal characteristics of all applicants will be evaluated in accordance with the method stated below. Certified candidates and candidates who are eligible for admission because of upper quarter standing will be admitted first and in that order, as determined by their total scores. Candidates for admission by examination will then be admitted in the order determined by their scholastic and personality records, examination scores, and interviews. Waiting lists established after the April examinations will

remain in force until after the September examinations when new waiting lists will be established. Vacancies occurring between the April and September examinations will be filled from the April list.

- (a) Scholarship will be allowed a maximum of 75 points for 15 units of work.
- (b) Personality will be allowed a maximum of 25 points.

As a basis of computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis of computing the personality record which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

**VII. Place and Time of Examination.** Examinations may be taken in April and September at any State Teachers College including the Massachusetts School of Art. Candidates are reminded however, that in a number of the Teachers Colleges the full complement of students is admitted as a result of the April examinations and that the number admitted in September is limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify the college president in advance.

**VIII. Admission as Advanced Students.** Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

#### **SCHEDULE OF APTITUDE TESTS**

Secure Bulletin of Information—Department of Education.

#### **COLLEGE YEAR BEGINS**

September 10, 1951

#### **REQUIREMENTS FOR PROMOTION AND GRADUATION**

1. A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: A-4, B-3, C-2, D-1.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g. a six-semester-hour course with a rating of "A" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades for the first semester must be made up within eight weeks after termination of the course. Incomplete grades for the second semester must be made up within eight weeks after the opening of college. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in failed courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed, before the beginning of the senior year. These courses must be taken in approved summer sessions, or, when possible, during the regular college year. Continuing subjects in which "E" grades have been received must be successfully repeated before the student may take advanced work.

7. The grade for a repeated course will be recorded in the college records as "repeated and passed at ..... with a grade of .....". The grade for courses substituted for electives will be recorded in the same way with the elimination of "repeated."

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:



**1. Fees for Residents of Massachusetts**

\$75.00 a year for graduate and undergraduate, payable in installments—one in September and one in January, at the beginning of each semester.

\$2.50 a semester hour—Courses for part time students.

\$7.00 a semester hour—Extension Courses.

**2. Fees for Non-Residents of Massachusetts**

\$300.00 a year for graduate and undergraduate payable in two installments—at the beginning of each semester.

\$8.00 a semester hour—Extension Courses.

**Board Rates**

Rates for board and room are established by the State Department of Education. The present annual rate is \$380.00 payable as follows:

Opening of school, September, \$113.00, December 1, \$89.00, February 1, \$89.00; April 1, \$89.00.

**Student Activity Fee**

\$20.00, payable in September at registration.

All payments must be made strictly in advance, without the presentation of bills.

**Text books and Supplies—**

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$50.00 a year.

**STUDENTS ORGANIZATIONS AND ACTIVITIES**

The Student Cooperative Association controls student affairs. It operates through a council composed of two representatives from each class and four upper class officers elected at large, with the advice of three faculty sponsors. It plans the social calendar, fixes and operates the activities budget, plans assemblies and char- ters clubs.

All classes, clubs, and organizations operate on the general principle that each shall contribute something of worth to the college as well as minister to its own special interests and needs. Working through them, a well-rounded education in social activities is made available to each student.

Each of the four classes chooses a faculty sponsor and with that advisement carries on its business and social activities. The class operates within the budget apportioned to it by the council and sponsors one of the major parties of the year, e.g., the Sophomores have the Halloween Party and the Freshmen the Winter Carnival Ball. Each class participates in the Class Day exercises.

Among the student clubs subsidized by the Cooperative Association are the Art Club, the Dramatic Club, the Glee Club, the Ski Club, and the Student Forum. Each plans and executes a student assembly in addition to its own special activities.

A weekly paper, *The Stick*, and the college Yearbook, *The Saxifrage*, are published on campus. Each has a separate staff with a sponsor and a place in the Cooperative budget. Staff organization follows closely that observed by newspapers and magazines.

Religious interests are served by the Newman Club and the Student Christian Association, each of which, under guidance of a faculty sponsor, holds regular meetings with both home and outside speakers, carries on club activities, and furnishes a valuable link with the city.

The men in Palmer Hall and the women in Miller Hall, respectively, have Boards which cooperate in directing and sponsoring social activities. The students in each dormitory govern themselves under the direction of resident faculty sponsors.

The commuting men's and women's Boards control all activities relating to the comfort and welfare of the men and women who do not reside on the campus. Each has a recreation room and a lunch room.

EPSILON PI TAU, the Industrial Arts Honor Society, has a chapter at Fitchburg.

## ADDITIONAL EDUCATIONAL OPPORTUNITIES AT FITCHBURG

### The Graduate Department.

The State Teachers College at Fitchburg offers a course of study leading to the degree of Master of Education (Ed.M.) to graduates of teachers colleges and to graduates of liberal arts colleges who wish to qualify for teaching in the public schools.



### **The Vocational Education Program.**

A cooperative program leading to the degree of Bachelor of Science in Vocational Education is conducted by the college and the State Division of Vocational Education.

### **In Service Training Of Teachers.**

Courses are offered on campus for teachers in service who are graduates of normal schools but who wish to qualify for the degree of Bachelor of Science in Education granted by Fitchburg. Courses are also arranged on a workshop basis for teachers who wish to improve their teaching even if they are not concerned with a degree. These courses are planned in cooperation with local school systems.

### **Summer School.**

Both graduate and undergraduate courses are available in the summer session.

Information concerning these special programs will be sent on request.

## **DEGREE PROGRAM IN NURSING**

The Fitchburg State Teachers College, in affiliation with Burbank Hospital School of Nursing, offers a five year combined college-nursing program. This coordinated course offers an opportunity to integrate a liberal arts education with a professional education in nursing. At the completion of the program the degree of Bachelor of Science in Education is awarded by the college and the diploma by the School of Nursing.

Applicants to the program are admitted jointly by the College and the School of Nursing. A pre-nursing and guidance test is required of all applicants prior to admission by the School of Nursing.

Students carry a full program at Teachers College during the first two years with summer sessions at the School of Nursing. Should a student fail to pass the preclinical nursing program offered in the second summer, she must withdraw from the nursing course at the college. In the third year, students transfer to the school of nursing for study and clinical practice in nursing including a two months affiliation in public health. During the fifth year another semester at the college is completed.

Students live in the School of Nursing dormitory throughout the five year program. While studying at the college, students are charged a maintenance fee.

Scholarships, loans, and opportunities for remunerative service during attendance at the college are available for qualified young women entering this program. Application should be made to the principal of the School of Nursing. For further information regarding this program, reference should be made to the School of Nursing Bulletin.

## THE COLLEGE CURRICULA

This college views as its curricula all those organized and evaluated experiences from which it is intended that children learn. Those experiences include the organized study and practice experiences of college classes and practice teaching, the experiences in out-of-class organized activities, clubs, forums, debates, athletics, student government, and the experiences of daily college living. All of these contribute to make the Fitchburg graduate whatever he or she may be.

Below is shown the organization of the study and class experiences. The separate curricula share the same broad aims: (1) Constant growth in intelligent appreciation of the culture (2) Constant improving practice of democratic ethics and skills (3) Acquisition of the skills, habits, and understandings essential to successful beginning teaching or nursing.

Intelligent appreciation of the culture is acquired through constant practice of the several disciplines of the educated personality, in application to the events of the present culture and in the investigation of the foundations of that culture in the past. Such disciplines and such investigation are provided by the areas of study and practice listed below, and are supported by planned activities out of class.

The practice of democratic ethics and skills is provided by the atmosphere and the principles of behavior which govern all of the organized situations and relationships of this college both in and out of class.

The essential skills, habits, and understandings of the successful teacher or nurse are acquired through the study experiences in professional areas listed below, and through continuing observation and practice under genuine typical conditions, and under careful guidance.

## CURRICULUM OUTLINES FOR TEACHER EDUCATION

This college provides the above organized general and professional study and practice experiences through the following courses and allocation of hours:

## CURRICULUM FOR ELEMENTARY TEACHERS

## FIRST YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 100 English I	3 3	Eng. 101 Literature I	3 3
S.S. 100 World History I	3 3	S.S. 101 World History II	3 3
Sci. 110 Physical Science I	3 3	Sci. 100 Biological Science I	3 4
Math. 100 General Mathematics	3 3	Math. 101 Advanced Mathematics	3 3
Mus. 101 Music I	2 4	S.S. 110 Principles of Geography	3 3
H. and P.E. 100 and 102	1 2	H. and P.E. 101 and 104	1 2
Eng. 104 Speech I	1 1	Eng. 105 Speech II	1 1
Ed. 100 Orientation	0 2	Ed. 101 Orientation	0 2
	<hr/> 16 21		<hr/> 17 21

## SECOND YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 102 English II	3 3	Eng. 103 Literature II	3 3
Psych. 101 General Psychology	4 4	Psych. 201 Educational Psychology	4 4
S.S. 105 U. S. History and Constitution	3 3	Art 100 Art I	3 5
Ed. 102 Foundations of Education	2 3	Ed. 103 Foundations of Education	2 3
Mus. 102 Music II	1 2	H. and P.E. 105 and 108	1 2
H. and P.E. 103 and 106	1 2	Elective	3 3
Elective	3 3		
<i>shoes story</i> <i>cur. incl. arts</i> (3)	<hr/> 17 20	<i>5</i> <i>17</i> <i>23</i>	<hr/> 16 20

## THIRD YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Ed. 200 Principles and Practices of Elementary Education	9 10	Ed. 210 Practice Teaching	12 25
Art 200 Art in Elementary Ed.	2 4	Ed. 230 Seminar in Elementary Education	2 2
Mus. 200 Music in Elementary Ed.	2 4		
I.A. 203 The Constructive Arts in Elementary Education	2 4		
	<hr/> 15 22		<hr/> 14 27

## FOURTH YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Phil 203 Introduction to Philosophy	3 3	Phil. 204 Educational Philosophy	3 3
S.S. 120 Economics I	3 3	Sci. 202 Biology II	3 4
Elective	3 3	S.S. 230 Comparative Government	3 3
S.S. 210 Regional Geography	3 3	Ed. 220 Reading Clinic	2 4
S.S. 222 Social Institutions	3 3	Elective	3 3
H. and P. E. 202 First Aid	1 2		
	<hr/> 16 17		<hr/> 14 17

## CURRICULUM FOR UPPER GRADE—J.H.S. TEACHERS

The first and second years of the Upper Grade—JHS curriculum are identical with the first two years of the Elementary curriculum.

## THIRD YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Ed. 201 Principles and Practices of Upper Grade-JHS Ed.	4 5	Ed. 210 Practice Teaching	12 25
Art 201 Art in the Upper Grades and JHS	1 2	Ed. 231 Seminar in Upper Grade-JHS Education	2 2
Mus. 201 Music in the Upper Grades and JHS	1 2		14 27
(Choose two below)			
Mathematics in the U.G. and JHS)			
Science in the U.G. and JHS)			
History in the U.G. and JHS)	2 2		
Geography in the U.G. and JHS)			
English in the U.G. and JHS)			
Elective	3 3		
Elective	3 3		
	14 17		

## FOURTH YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Phil. 203 Introduction to Philosophy	3 3	Phil. 204 Educational Philosophy	3 3
S.S. 120 Economics	3 3	S.S. 230 Comparative Government	3 3
S.S. 222 Social Institutions	3 3	Sci. 204 Biology II	3 4
Elective	3 3	Elective	3 3
Elective	3 3	Elective	3 3
H. and P. E. 202 First Aid	1 2		
	16 17		15 16



## CURRICULUM FOR INDUSTRIAL ARTS

## FIRST YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 100 English I	3 3	Eng. 101 Literature I	3 3
Math. 100 General Mathematics	3 3	Math. 101 Advanced Math. II	3 3
I.A. 112 Design	3 3	Mus. 103 Music Appreciation	1 2
I.A. 105 Wood Working I	3 6	I.A. 115 General Metal I	3 6
I.A. 120 Graphic Arts I	3 6	I.A. 110 Technical Drawing I	3 6
H. and P. E. 102	1 2	I.A. 122 Power Mechanics I or	
Ed. 100 Orientation	0 2	I.A. 228 General Shop I	3 6
		H. and P. E. 104	1 2
		Ed. 101 Orientation	0 2
	16 25		17 30

## SECOND YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 102 English II	3 3	Eng. 103 Literature II	3 3
Sci. 112 General Physics	3 3	Sci. 113 General Chemistry	3 3
I.A. 111 Technical Drawing II	3 3	Psych. 102 General Psychology	3 3
I.A. 122 Power Mechanics I or		I.A. 121 Graphic Arts II	3 6
I.A. 228 General Shop I	3 6	I.A. 123 Power Mechanics II or	
I.A. 116 General Metals II	3 6	I.A. 230 General Shop II	3 6
H. and P. E. 106	1 2	H. and P. E. 108	1 2
Eng. 104 Speech I	1 1	Eng. 105 Speech II	1 1
	17 27		17 24

## THIRD YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
I.A. 201 Principles and Practices in I.A.	4 4	I.A. 200 Foundations of I.A. Curriculum	4 4
I.A. 106 Wood Working II	3 6	I.A. 225 Practice Teaching	3 25
I.A. 210 Technical Drawing III	3 6		
I.A. 123 Power Mechanics II or			
I.A. 230 General Shop II	3 6		
Ed. 201 Educational Psychology	4 4		
	17 26		12 29

## FOURTH YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Phil. 203 Introduction to Philosophy	3 3	Phil. 204 Educational Philosophy	3 3
I.A. 205 Wood Working III	3 6	I.A. 226 Power Mechanics III or	
I.A. 215 General Metals III	3 6	I.A. 220 Graphic Arts III	3 6
S.S. 105 U.S. History and Constitution	3 3	I.A. 231 Seminar in I.A.	2 4
S.S. 223 Social Institutions	3 3	S.S. 220 Industrial Society	3 3
Elective	3 3	Elective	3 3
	18 24	H. and P. E. 202 First Aid	1 2
			15 21

## 5 YEAR NURSING CURRICULUM

## FIRST YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Eng. 100 English I	3 3	Eng. 101 Literature I	3 3
S.S. 100 World History I	3 3	S.S. 101 World History II	3 3
Math. 100 General Mathematics I	3 3	Math. 101 Advanced Math. II	3 3
Sci. 101 Biology I (Nurses)	3 4	Sci. 105 Anatomy and Physiology I	3 4
Sci. 114 Inorganic Chemistry	3 4	Sci. 115 Organic Chemistry	3 4
Eng. 104 Speech I	1 1	Eng. 105 Speech II	1 1
H. and P. E. 100	1 2	H. and P. E. 101	1 2
Ed. 100 Orientation	0 2	Ed. 101 Orientation	0 2
	<hr/> 17 22		<hr/> 17 22

## SECOND YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Sci. 106 Anatomy and Phys. II	3 4	Psych. 101 General Psychology	3 3
Eng. 102 English II	3 3	Eng. 103 Literature II	3 3
Sci. 112 General Physics	3 3	Sci. 116 Medical Physics	3 4
S.S. 222 Social Institutions	3 3	S.S. 221 Sociology for Nurses	3 3
Art 101 Art Appreciation	1 2	Mus. 103 Music Appreciation	1 2
Elective	3 3	S.S. 230 Comparative Government	3 3
H. and P. E. 103	1 2	H. and P. E. 105	1 2
	<hr/> 17 20		<hr/> 17 20

## FIFTH YEAR

	S.H.	C.H.
S.S. 105 U. S. History and Constitution	3	3
Ed. 202 Principles of Teaching	3	3
Psych. 208 Advanced Psychology	4	4
Phil. 203 Introduction to Phil.	3	3
Elective	3	3
	<hr/> 16	<hr/> 16

# Course Descriptions

## ART

### ART 100.

3 semester hours, 5 clock hours

The study of art structure and expression in various art materials gives the student a basis for an appreciative survey of architecture, painting, sculpture, and the minor arts in their relation to culture epochs, culture groups, present living, and the individual's self-realization. The student gains beginning proficiency in the specialized art skills of the teacher.

### ART 101. Art Appreciation (Nurses)

1 semester hour, 2 clock hours

Creative experiences in color and design make the selective survey of World Art in this course more meaningful. Understanding, enjoyment, and expression in art are treated as resources in self-realization.

### ART 200. Art in Elementary Education

2 semester hours, 4 clock hours

In this course, paralleling Foundations of Education, an understanding of the place of art in elementary education is developed, and students are prepared to teach art effectively in the integrated elementary program. Observation and discussion of the philosophy and practice of art education, and creative experience with a wide variety of materials, processes, tools, and methods, prepare the students to make art a vital part of the integrated elementary curriculum.

### ART 201. Art In The Upper Grades

1 semester hour, 2 clock hours

This course is designed to enable students to teach art effectively in the daily programs of grades five through nine. Understanding of present day art education is developed through observation of children's work and discussion of art education philosophy and procedures. Creative expression with many art materials leads to self-realization as well as to competence in teaching art.

### ART 202. History of Art (Elective)

3 semester hours, 3 clock hours

A survey of the development of the visual arts from early Egypt through contemporary forms of art expression develops insight into various cultures through the ages.

**ART 203. American Art (Elective)**

3 semester hours, 3 clock hours

Understanding of the growth and character of architecture, sculpture, painting, and the minor arts from colonial days to the present as an expression of the life of the period are developed with special emphasis upon contemporary art forms.

**ART 204. Modern Art (Elective)**

3 semester hours, 3 clock hours

Study of the emerging art concepts conditioned by the social, psychological, political, and economic trends of recent years. Many original art forms in painting, sculpture, and architecture are analyzed.

**ART 205. Masters of Art (Elective)**

3 semester hours, 3 clock hours

An intensive study of selected masters of art in each period of art history to develop sensitivity to, and understanding and enjoyment of art as a cultural agent and aesthetic resource.

**ART 210. Creative Arts and Crafts (Elective)**

3 semester hours, 6 clock hours

Individual and group experience in working creatively in the graphic arts, and in such crafts as blockprinting, clay modeling, metalcraft, silk screen, and stenciling.

**ART 215. Applied Art for the Teacher (Elective)**

3 semester hours, 3 clock hours

The study and practice of the art skills most useful in the arrangement of the modern school environment. Poster design, lettering, dioramas, blackboard drawing. Classroom displays and decoration. The use of color, form, and design in the school environment.

## EDUCATION

**ED. 100-101. Orientation**

0 semester hours, 4 clock hours (Offered two periods a week during the 1st year)

This course attempts the following specific purposes:

The orientation of the beginning college student to the opportunities and requirements of this college. An understanding of the conditions of successful study, college living, and college participation. An understanding of the purposes of this college, its basic views



of education, its programs of teacher and nursing education in relation to the purposes of the college and of American society at large.

For teaching candidates, an introductory study of American public education, its functions, services, and structure. A comparison of the capacities and interests requisite to success in the several fields of teaching opportunity. An introduction to the science of human behavior and to the principles of the democratic society as the foundations of practice in American public education.

For nursing candidates, an introduction to the structure and functions of health services, the requisite traits of the successful nurse, the program of nursing training at the Burbank Hospital School of Nursing.

Lecture, discussion, observation.

#### **ED. 102 and 103. Foundations of Education I and II**

2 semester hours, 3 clock hours (Offered during both semesters of the first year.)

The further study of the materials for teacher candidates introduced in "Orientation."

The more detailed study of American public education, its structure, functions, services, philosophy and design in a changing society.

The application of the interests and capacities of the several child age levels to the design and procedures of the modern school program. The psychological principles of effective teaching method.

The application of the purposes of American democratic society in the design and objectives of American public education. Democratic principles and the daily school program.

The application of the broad psychological principles of evaluation to the measurement of educational outcomes, the appraisal of educational procedures, and the inventory of individual pupil differences.

Planning education to provide for the optimum conditions of child growth and development.

Assigned study, lecture, discussion, seminar, observation, special reports.

#### **ED. 200. Principles and Practices of Elementary Education**

9 semester hours, 10 clock hours

The important phases of the teaching-learning process are studied in their unified relationship,—the characteristics and optimum conditions of child development, the child's relation to the social group and the meaning of curriculum. A study is made of the psychological principles of instructional procedure, the human learning process, the purposes of the democratic state, and the purposes and nature of appropriate educational design. The course includes study

and observation of the specialized skills of the elementary teacher with particular emphasis on the language arts and unit procedure. Directed observation of child growth and educational procedures parallels the study assignments.

**ED. 201. Principles and Practices of Upper Grade - Junior High School Education**

4 semester hours, 5 clock hours

The continued and increasingly detailed pursuit of the purposes sought in "Foundations of Education," but in specific application to the school programs of Grades 5 through 9. The content and organization of the modern school program for upper grades and junior high school. Specialized study of the curricular school subject teaching fields. Also, study and beginning practice of the specialized skills of the teacher of Grades 5 through 9.

Assigned study, class lecture and discussion, observation and participation.

**ED. 202. Principles of Teaching for Nurses**

3 semester hours, 3 clock hours

The study of the psychological and philosophical bases of effective teaching and learning. Several broad methods and techniques of teaching in their application to the work of the nurses are studied. Specific attention is given to the acquisition of motor skills, memorization, and associative learning. Unit organization as a method of guiding the learning activities of nurses is considered. Assigned study, class lecture and discussion, special reports.

**ED. 210. Practice Teaching in the Elementary and Junior High School**

12 semester hours, 25 clock hours

The student is assigned to the laboratory school for full time observation and practice teaching during an entire semester of the third or fourth year. The assignment is to grade levels or subject choices of the student's greatest promise. Greater responsibility is gradually assumed for the planning and execution of the daily classroom program, utilizing the resources of scholarship, the principles of good learning and teaching, and the developed interests and enthusiasms acquired in prior college experiences. Through daily practice, the student acquires the skills, habits, and understandings essential to successful employment in beginning teaching.

Assigned preparation, program planning, conference, observation, and practice teaching.

**ED. 220. Professional Clinic in Reading**

2 semester hours, 4 clock hours

Methods of analysis are dealt with for the prevention and correction of difficulties in the teaching of reading in the elementary

grades. Instructional methods and materials, diagnostic tests, self administering devices, and tutoring techniques are studied, used, and evaluated. Each student works with individual children or groups of children of normal intelligence who need remedial instruction in reading.

**ED. 225. Citizenship Education (Elective)**

3 semester hours, 3 clock hours

An examination of the nature and purposes of education for citizenship—the development of the knowledges, attitudes and habits essential to effective participation in the different areas of social living. The study of the use of the integrated resources of education in the achievement of the aims of citizenship education.

**ED. 230. Seminar in Elementary Education**

2 semester hours, 2 clock hours

A recapitulation of the experiences of practice teaching in Grades 1 through 6 with special emphasis on genuine problems.

Also, the study of Massachusetts school law, school management, grading and grouping, pupil accounting, care of supplies and materials, school records, marks and marking, maladjustment in learning and behavior.

The problems of teaching employment,—school salaries, professional ethics, professional organizations, the employment interview, and professional correspondence.

Assigned study, class lecture and discussion, special reports.

**ED. 231. Seminar in Upper Grade - Junior High School Education**

2 semester hours, 2 clock hours

A recapitulation of the experiences of practice teaching in Grades 5 through 9, with special emphasis on genuine problems.

Also, the study of Massachusetts school law, school management, grading and grouping, pupil accounting, care of supplies and materials, school records, marks and marking, maladjustment in learning and behavior.

The problems of teaching employment,—school salaries, professional ethics, professional organizations, the employment interview, and professional correspondence.

Assigned study, class lecture and discussion, special reports.

**ED. 232 Outdoor Living (Elective)**

3 semester hours, 3 clock hours

A course designed to train in the duties of camp counselling and leadership of out-of-door groups. The course includes camping techniques, safety, group organization and programs.

**ED. 233. History of Education (Elective)**

3 semester hours, 3 clock hours

A historic survey of the nature and purposes of organized education in relation to the nature and purposes of the societies and authorities maintaining it. The heritage of present day education. The specific contributions of Greek, Roman and Judeo-Christian education, of the medieval "schoolmen" and universities, and of early American colonial education. The specific contributions of the seminal thinkers in creative educational design, such as, Plato, Loyola, Luther, Fenelon, Pestalozzi, Froebel, Herbart, Mann, Dewey, and Elliot. The development of the modern program of American education from colonial beginnings. Attention is also given to the role of education in the intellectual development of America.

**ED. 234 Health Education (Elective)**

3 semester hours, 3 clock hours

A study and survey of the program of health education in American public schools, its aims, materials, and methods. Health education is considered as a continuing theme to be sought through all the available resources of the school and community. The broad definition of health in all its aspects, physical, mental, emotional, and the impact of the school and community environment on these aspects of health in the present day are major subjects of consideration.

**ED. 235 Athletic Supervision (Elective)**

3 semester hours, 3 clock hours

The study of the overall function of athletic supervision in the junior high school. The appropriate competitive sports for this age level, the fundamental skills involved, and how to teach them according to the rules. Minimum equipment needed and the cost of an athletic program for the junior high school.

## ENGLISH

**ENG. 100.**

3 semester hours, 3 clock hours

The study and practice of all the principles and usages of effective and correct English expression. Specifically, the course aims through reading, writing, and speaking to develop sensitivity to diction, style, and grammatical usage.

**ENG. 101. Literature I**

3 semester hours, 3 clock hours

This course acquaints the student with literary masterpieces notable in the history of their periods and exemplifying the ideas



and ideals of the civilized races. The selections studied represent the spirit and culture of the periods which have contributed most to our present civilization. Representative writers such as Homer, Chaucer, Shakespeare, Milton, Pope, Fielding, and Tennyson are read and studied.

**ENG. 102.**

3 semester hours, 3 clock hours

Continuation of the study and practice of the principles and usages of effective and correct English expression. Further, the course aims specifically at the development of sensitivity to word meaning, derivation, and signification.

**ENG. 103. Literature II**

3 semester hours, 3 clock hours

The study of the British and American writings of the recent past. Selections and books which provoke discussion, and portray the character of the contemporary British and American people and culture are read and discussed. Among the selections are works of Whitman, Amy Lowell, Edna St. Vincent Millay, Hemingway, Fitzgerald, O'Neill, and Faulkner.

**ENG. 104 and 105. Speech I and II (Both semesters of first or second year.)**

1 semester hour, 1 clock hour

The course is designed to impart ability in speaking before a group. The study and practice of the techniques of diction and expression, and of the logical processes of organization and presentation in various types of speech are undertaken.

**ENG. 201. Modern Drama (Elective)**

3 semester hours, 3 clock hours

A study of the ideals, motives, and problems of our modern life as revealed by the best playwrights. Ibsen, Pirandello, O'Neill, Maxwell Anderson, Barrie, and Chekhov are among the dramatists whose plays are studied.

**ENG. 202. Greek Drama (Elective)**

3 semester hours, 3 clock hours

A study of Greek dramatic art as an expression of the values of Greek civilization. Representative masterpieces from Greek tragedy are read and analyzed.

**ENG. 203. Creative Writing (Elective)**

3 semester hours, 3 clock hours

Creative writing in exposition, narration, description, and argumentation with careful attention to style, structure, word usage, and point of view. Group discussion, individual conference, class discussion and criticism give guidance in developing capacity for original work.

**ENG. 204. Choral Speaking (Elective)**

3 semester hours, 3 clock hours

Presentation of the various forms of choric speech,—drama, verse, and prose—through class and group interpretation. Students are afforded opportunity for the direction and conduct of speech choirs.

**ENG. 210. Shakespeare (Elective)**

3 semester hours, 3 clock hours

A selected list of the less familiar plays of Shakespeare are read and discussed.

**ENG. 211. The Short Story (Elective)**

3 semester hours, 3 clock hours

The origin and development of the short story as a literary form are studied through analysis of types and techniques of American, English, and Continental fiction. The short story is considered as a medium for portrayal of the human problems of various countries and periods.

Stories, in translation, by French, Irish, Scandinavian, Italian, Russian authors as well as those by American and British writers are read and studied.

**ENG. 213. American Prose (Elective)**

3 semester hours, 3 clock hours

Selections of representative American writers will be studied to give the student an overview of the growth of the American literary culture.

**ENG. 214. Introductory Literary Criticism (Elective)**

3 semester hours, 3 clock hours

A course designed to acquaint the student with criteria and methods for evaluating literature. Norms for evaluating the novel, drama, and poetry will be considered and discussed.

**ENG. 220. The Novel (Elective)**

3 semester hours, 3 clock hours

Twelve novels representative of various countries and periods are studied, each as a social document as well as a work of art. The student sees the novel develop historically in power and complexity as a literary form. The novel is studied as a portrayal of the current philosophies of its age.

**ENG. 221. Modern Poetry (Elective)**

3 semester hours, 3 clock hours

The course provides for comparative study of representative American and English poets of the present and recent past.

**ENG. 222. Epic Poetry (Elective)**

3 semester hours, 3 clock hours

This course acquaints the student with great epic poetry. The "Odyssey," the "Aeneid," "Beowulf," the "Divine Comedy," and "Paradise Lost" are studied, each as a direct reflection of the age which the author knew. In each case, students are led to see a living picture of a civilization which has contributed significantly to our own.

**ENG. 223. Early English Poetry (Elective)**

3 semester hours, 3 clock hours

This course gives students a view of the social conditions and the literary culture of the early Anglo-Saxon reflected in the poetry of that age. Emphasis is placed on the reading and study of Beowulf in the Old English. Poems of Bede, Caedmon, and Cynewulf are analyzed, as well as the Anglo-Saxon Chronicle of Alfred the Great.

The meter and tone color peculiar to Anglo-Saxon poetry are studied in terms of their contribution to later English poetry.

**ENG. 224. Children's Literature (Elective)**

3 semester hours, 3 clock hours

Standards are developed for judging literary material suitable for children in the elementary grades. Effective presentation is practiced through reading, story telling, and related activities. The literary interests and tastes of children at different stages and levels of development are studied. Sources of materials, traditional and modern, audio-visual aids, the making of bibliographies are discussed and demonstrated. Book clubs, schools and classroom libraries, book fairs, and suggestions for interesting the non-reader as well as the wide reader are considered.

## HEALTH AND PHYSICAL EDUCATION

**H. and P.E. 100. Physical Education (Women)**

1 semester hour, 2 clock hours

Opportunity for the individual or group to engage in a variety of healthful activities and thereby acquire the fundamental skills essential for intramural and recreation programs. These activities include such fall and winter sports as field hockey, archery, basketball, and badminton. General physical development and the maintenance of physical tone. Remedial treatment of individual needs.

**H. and P.E. 101. Physical Education (Women)**

1 semester hour, 2 clock hours

A continuation of the basic course with additional activities of tennis, softball, "stunts," and self-testing materials. Emphasis on ac-

quisition of a general knowledge of certain team games; an understanding of the elements of fair play; and the development of particular individual skills. Further emphasis is given to general physical development, the maintenance of physical tone, and remedial treatment.

**H. and P.E. 102. Physical Education (Men)**

1 semester hour, 2 clock hours

Opportunity is provided for the individual or group to engage in a variety of healthful activities and thereby acquire the fundamental skills essential for intramural and recreational programs, such as basketball, soccer, softball, tennis, and touch football.

**H. and P.E. 103. Physical Education (Women)**

1 semester hour, 2 clock hours

Development of advanced skills in individual sports. Further participation in team competition. Provision of the opportunity for the regular pursuit of chosen athletic interests.

**H. and P.E. 104. Physical Education (Men)**

1 semester hour, 2 clock hours

A physical fitness program designed to meet individual needs and prescribe remedial activities to improve and maintain physical tone.

**H. and P.E. 105. Physical Education (Women)**

1 semester hour, 2 clock hours

Athletic activities elected seasonally on the basis of individual interest.

**H. and P.E. 106. Physical Education (Men)**

1 semester hour, 2 clock hours

The maintenance of general physical development through individual skills that have recreational value, such as, badminton, fencing, handball, and horseshoes.

**H. and P.E. 108. Physical Education (Men)**

1 semester hour, 2 clock hours

A continuation of Health and Physical Education 106 with additional provision of opportunity for the regular pursuit of chosen athletic interests.

**H. and P.E. 202. First Aid**

1 semester hour, 2 clock hours

(Required in all curricula except Nursing)

The official Red Cross beginning, advanced, and instructor courses.



H. and P.E. 216. **The Ballet (Elective)**

3 semester hours, 3 clock hours

Appreciation of the history of the ballet as an art form. Study of the development of earliest dance movements up to and including modern ballet.

H. and P.E. 217. **Modern Dance (Elective)**

3 semester hours, 3 clock hours

Elements of movement, rhythm, and elementary composition in the modern dance. Appreciation of the foremost exponents of the modern dance,—Shawn and St. Denis, Graham, and others.

H. and P.E. 218. **Folk Dance (Elective)**

3 semester hours, 3 clock hours

A study of European and American folk dances, stressing step patterns, dance forms and techniques. Application of simpler folk patterns in the elementary and junior high school programs.

## INDUSTRIAL ARTS

I.A. 105. **Woodworking I**

3 semester hours, 6 clock hours

An introduction to the woodworking industries through the making of household accessories, sports equipment, and other common articles with hand tools. Technical knowledge and principles of design relative to tools, machines, and woodworking materials are studied and applied.

I.A. 106. **Woodworking II (Prerequisite Woodworking I)**

3 semester hours, 6 clock hours

Experiences are provided in the practices and principles of making patterns and core boxes for tools, machines, and other selected cast pieces.

The students plan and make scaled and full sized wooden structures for concrete forms, houses, boats, airplanes, and bridges.

I.A. 110. **Technical Drawing I**

3 semester hours, 6 clock hours

Fundamentals of drawing techniques and procedures are taught as found in modern industrial practice. Primary consideration is given to lettering, orthographic projection, symbols, sections and conventions, detail and assembly drawing and surface development. Blueprint reading is correlated with classwork and is a major consideration in related preparation.

**I.A. 111. Technical Drawing II (Prerequisite I.A. 110)**

3 semester hours, 6 clock hours

This course provides experiences in technical rendering and the use of different media appropriate to this field of drawing. Essentials of design are taught through designing functional projects in the major areas of industrial arts. Emphasis is likewise given to blackboard technique as a necessary skill of every industrial arts teacher.

**I.A. 112. Design**

3 semester hours, 3 clock hours

A study of the principles of design as they apply to all the arts,—painting and other graphic arts, sculpture, architecture, furnishings, and industrial design—through the ages, and especially in our own century.

**I.A. 115. General Metal I**

3 semester hours, 6 clock hours

A study of the characteristics and uses of the various ferrous and nonferrous metals in the construction of common articles of the home, business, and industry. Shop experiences include bench work, sheet metal work, forging, and tempering.

**I.A. 116. General Metal II**

3 semester hours, 6 clock hours

The planning and making of well designed, useful metal articles through introductory experiences with basic machine tools, including the making of molds and the casting of nonferrous metals.

**I.A. 120. Graphic Arts I**

3 semester hours, 6 clock hours

In this beginning course the essentials of type composition and letterpress operations are practiced. Emphasis is placed upon current practices of design, type selection, layout and production of jobs in response to personal and commercial needs. A study is made of underlying related and technical information.

**I.A. 121. Graphic Arts II**

3 semester hours, 6 clock hours

This continuation of Graphic Arts I includes more advanced problems such as tabular composition, register printing, color printing, etc. A detailed study is made of the proper selection and use of paper, inks, and printing plates. Application is found in student projects, the college newspaper, and other publications.



A College Class



Industrial Arts - Woodworking





Junior High School - Library Study



Elementary School Activity



**I.A. 122. Power Mechanics I**

3 semester hours, 6 clock hours

Study of and experiences with electricity, internal combustion engines, communications and power structures. Principles of generation, regulation, transmission, and testing are taught and applied to projects in units on games, household appliances, and power structures. Ample provision is given each student to develop projects of his own to show relationships of forces, motions, and work as they apply in everyday life.

**I.A. 123. Power Mechanics II**

3 semester hours, 6 clock hours

This course in power mechanics is devoted to units on communication instruments and vehicles. Principles taught in the prior course are applied to projects and experiences which fall within these units. Laboratory practice in the operation and maintenance of the internal combustion engine and work in the field of radio are required parts of this course.

**I.A. 200. Foundations of Industrial Arts Curriculum**

4 semester hours, 4 clock hours

A comparative study of theories of industrial arts traced from manual training through current interpretations of industrial arts in the modern secondary school. The character of general education in a democracy is emphasized in the context of principles and practices of industrial arts curriculum making. The unit method of organization is featured.

**I.A. 201. Principles and Practices in Industrial Arts**

4 semester hours, 4 clock hours

An examination of modern views of the learning process and their application in industrial arts teaching. Consideration is given to common traits and tendencies of children as major factors of the learning-teaching situation. There is study of and practice in the techniques of teaching with special reference to industrial arts.

**I.A. 203. The Constructive Arts In Elementary Education**

2 semester hours, 4 clock hours

Directed experiences in changing the form of woods, metals, ceramics, textiles, paper, and other materials to portray the culture of man in the curriculum of the modern elementary school.

**I.A. 205. Woodworking III (Prerequisites Woodworking I and II)**

3 semester hours, 6 clock hours

Experiences in the production of high grade furniture, employing jigs, fixtures, and suitable mass production procedures. Appropriate methods of production management are used and studied. As far as possible, students participate in the planning and management of the procedures and devices.

**I.A. 210. Technical Drawing III (Prerequisite I.A. 111)**

3 semester hours, 3 clock hours

A study of the various phases of industrial drawing as related to industrial arts is the primary concern of this course. Consideration is given to machine tool design and drawing, radio circuit diagrams, architectural design and drawing, and marine and aircraft drawing. Model making in some of these phases is part of the required class and outside preparation. Class organization and practices of modern drawing programs are part of the student's experience.

**I.A. 215. General Metal III**

3 semester hours, 6 clock hours

Study and practice with the basic machine tools, arc and acetylene welding, as applied to practical tool and small machine production. The design and function of jigs and fixtures are considered.

**I.A. 220. Graphic Arts III**

3 semester hours, 6 clock hours

A varied program of activities is presented in preparation for the organization and teaching of graphic arts at the junior and senior high school levels.

Included are such phases as block printing, dry point and acid etching, silk screen printing, lithography and offset printing, and bookbinding.

A study is also made of special printing operations, care and service of machines and equipment, and of shop management.

**I.A. 225. Practice Teaching in Industrial Arts**

8 semester hours, 25 clock hours

Industrial arts students in either the junior or senior year are assigned to the campus schools or selected public schools for one complete semester of teaching. Each trainee serves as the teacher of a given number of classes and is held responsible for the social and educational conduct of the pupils in these classes. Guidance in teaching and management is provided by experienced supervisors.

Trainees attend a weekly group conference to consider common problems and techniques in teaching, organization, and management. The role of the teacher in home rooms, guidance, extra-curricular, and other phases of the total school program are also discussed.

**I.A. 226. Power Mechanics III**

3 semester hours, 6 clock hours

An elective course designed for those who wish further experience in power mechanics. The student may specialize in a field of his interest. Opportunity is presented for students to develop models and teaching aids which express the application of power mechanics in modern society. Planning, research, and the development of individual projects are emphasized.

**I.A. 228. General Shop I**

3 semester hours, 6 clock hours

A study of the industries involving ceramics, leather, textiles, art metal, jewelry, and other craft media, and the design and execution of individual projects in them.

**I.A. 230. General Shop II**

3 semester hours, 6 clock hours

Study of and experience in modern techniques and principles of wood and metal finishing as applied to industrial arts. The planning and construction of industrial aids and devices instrumental to modern industrial arts teaching.

**I.A. 231. Seminar in Industrial Arts**

2 semester hours, 4 clock hours

Consideration of significant teaching and curriculum problems noted in practice teaching.

Study and limited application of fundamentals of school shop planning.

Lectures and discussions on the administration of school shops with special reference to ordering equipment, materials, and supplies.

Visits to industries, museums, and schools for the further investigation of industrial and educational practices.

## MATHEMATICS

**MATH. 100. General Mathematics**

3 semester hours, 3 clock hours

A course in elementary college mathematics in which the emphasis throughout is on the logical structure of mathematics and on its relation to other fields of knowledge. It provides work in the elements of college algebra, logarithms, and trigonometry.

**MATH. 101. Advanced Mathematics**

3 semester hours, 3 clock hours

Continuation of Math. 100—It includes the elements of analytic geometry and calculus.

**MATH. 205. Business Mathematics (Elective)**

3 semester hours, 3 clock hours

This course provides background for teaching the following phases of Junior High School mathematics: mercantile discounts, problems of buying and selling, banking, installment buying, insurance, commission, taxes, and investments.

**MATH. 210. Trigonometry (Elective)**

3 semester hours, 3 clock hours

The study of trigonometric functions, fundamental relations, reduction formulas, solution of plane triangles. The theory and use of logarithms, trigonometric analysis, and the solution of spherical triangles.

**MATH. 215. Analytic Geometry (Elective)**

3 semester hours, 3 clock hours

The study of geometric properties by algebraic methods. Co-ordinate systems, loci and their equations, the straight line, circle, parabola, ellipse, hyperbola, and the general equation of the second degree.

**MATH. 220. Calculus (Elective)**

3 semester hours, 3 clock hours

The study of the meaning of the derivatives, the value and the development of formulas, their application to problems involving shapes, maxima and minima, rates and velocities.

## MUSIC

**MUSIC 101. Music I**

2 semester hours, 4 clock hours

The student is helped (1) to become more familiar with the rudiments of music and (2) to experience a wide variety of music through singing and listening. The class time given to these respective activities is approximately in the ratio of one to two.

**MUSIC 102. Music II**

1 semester hour, 2 clock hours

An intermediate course designed to extend the student's skill and appreciation. Music I and Music II comprise a sequence, at the end of which the student should be familiar with such items as the movable-do system, part-singing, and simple melodic dictation, as well as with a considerable amount of music literature of the last five centuries.

**MUSIC 103. Music Appreciation**

1 semester hour, 2 clock hours

A listening course including music from the 16th century to the present. The approach is through popular music and folk-song



to the larger musical forms, with the purpose of providing as wide an acquaintance with music literature as is practicable.

**MUSIC 200. Music in Elementary Education**

2 semester hours, 4 clock hours

The objectives and techniques of teaching music in the first six grades are examined. The student begins to think of music in terms of the elementary school child. Observation of actual classroom situations parallels the study.

**MUSIC 201. Music in Upper Grades**

1 semester hour, 2 clock hours

The objective of this course is to acquaint the student with the uses of music in grades five through nine, with emphasis upon techniques in the fifth and sixth grades. Observation of actual classroom situations parallels the study.

**MUSIC 206. Harmony (Elective)**

3 semester hours, 3 clock hours

The primary and secondary triads, with their inversions, are studied, together with a limited study of modulation. The approach is functional, to help the student learn to harmonize simple melodies both in writing and at the key-board.

**MUSIC 207. Folk Song (Elective)**

3 semester hours, 3 clock hours

This course is devoted to world folk song. Some emphasis is placed upon American regional types, as well as upon songs which are particularly suited to elementary and junior high school use.

**MUSIC 210. The Symphony (Elective)**

3 semester hours, 3 clock hours

Beginning with the Viennese symphonists, the student traces the formal and qualitative changes of the symphony to the present time.

**MUSIC 215. The Opera (Elective)**

3 semester hours, 3 clock hours

An intensive review of a few representative operatic works. The students produce at least one chamber opera.

**MUSIC 217. History of Music (Elective)**

3 semester hours, 3 clock hours

Music since the Middle Ages is studied as one of the humanities, with attention to the interaction of music and society and to the relationships of music to the other arts.

**MUSIC 220. Twentieth-Century Music (Elective)**

3 semester hours, 3 clock hours

Modern styles and idioms in music are examined. The student

is helped to set up criteria of musical judgment and taste. Contributions of contemporary composers and performers are stressed.

## PHILOSOPHY

### PHIL. 203. **Introduction to Philosophy**

3 semester hours, 3 clock hours

The student is acquainted with the broad problems of truth, reality, goodness, and beauty, through study of the philosophical positions of Materialism, Naturalism, Idealism, Pragmatism, and Realism.

### PHIL. 204. **Educational Philosophy**

3 semester hours, 3 clock hours

Comparative treatment is given to the implications for education of the several major philosophic positions studied in the "Introduction to Philosophy." The course deals in detail with the several inconsistent position in educational philosophy of the present day education as the transmission of the cultural heritage, education as purposeful experience, education as the guardian of truth, education as the scientific discipline. The subject centered, the child centered, and the society centered views of education are compared. The purposes of education in relation to the nature and purposes of the democratic state and the American way of life are studied.

Assigned study, source readings, class lecture and discussion, special reports.

## PSYCHOLOGY

### PSYCH. 101. **General Psychology**

4 semester hours, 4 clock hours for Elementary and Junior High course.

3 semester hours, 3 clock hours for 5 year Nursing course.

The study of the science of human behavior, individual and group, in the present and predictable relationships of life. Units of work will include scientific methodology, maturation and learning, intelligence and its measurement, motivation of behavior, adjustment, personality, special aptitudes and interests. Significant differences in interests, capacities, and behaviors of the several recognized age groups are studied.

### PSYCH. 102. **General Psychology (I.A.)**

3 semester hours, 3 clock hours

The study of the science of human behavior, individual and group, in the present and predictable relationships of life. Application is made to practical problems which arise in the fields of teaching, industry, and business. Special emphasis is placed upon adolescent traits.

**PSYCH. 201. Educational Psychology**

4 semester hours, 4 clock hours

A study of the psychological principles of learning behavior. The role of interests and needs in experience. The psychological principles and criteria of habit and skill acquisition, the acquisition of understanding, the training of emotional response, and the development of attitudes. Personality development. Temperament. The psychological bases of discipline. The psychological bases of the concept of educational evaluation.

**PSYCH. 208. Advanced Psychology (Nurses)**

4 semester hours, 4 clock hours

Advanced study of the science of human behavior, with special emphasis on mental disease, abnormal behavior, and maladjustment. Psychotherapy.

**PSYCH. 212. Personality Testing and Depth Study (Elective)**

3 semester hours, 3 clock hours

The modern concept of "Personality," its biological and cultural determinants. A comparison of the noteworthy systems of personality analysis. An introduction to selected instruments for personality analysis—the Rorschach Cards, Thematic Apperception Test, the Szondi Test, the World Test, word association testing, hand-writing and art as projective expressions of personality. Projection discoverable in the school classroom. Case studies and protocols.

**PSYCH. 213. Social Psychology (Elective)**

3 semester hours, 3 clock hours

The study of the phenomena of group behavior. Social and cultural forces in their effect on individual human custom, politics, advertising, social and industrial organization and action as psychological phenomena. Group suggestibility. The creation and change of taste and style. The characteristics and differing behaviors of the several typical socio-economic strata of American community structure.

**PSYCH. 216. Abnormal Psychology (Elective)**

3 semester hours, 3 clock hours

The course covers a brief development of modern views of mental illness. A comparative study of the dynamics of normal and abnormal behavior. Diagnosis, understanding, treatment and prevention of abnormal reaction patterns ranging from the mild personality disorders to hospitalized cases.

**PSYCH. 217. Applied Psychology (Elective)**

3 semester hours, 3 clock hours

Emphasis is placed upon the practical as an outgrowth of the

theoretical background of psychology. Applications of psychology are made to industry, medicine, teaching, business, advertising, law, politics, human engineering, and human relationships.

## SCIENCE

### SCI. 100. **Biological Science I**

3 semester hours, 4 clock hours

A survey course in living organisms—their relationships to each other and to man. Plants and animals included are those commonly encountered in New England. Field work and laboratory work supplement the study.

### SCI. 101. **Biology I (Nurses)**

3 semester hours, 4 clock hours

Stress is given to physical and chemical aspects of protoplasm, metabolism, reproduction and genetics. Also included is a study of plants and invertebrate animals in relation to human health and well-being. For nursing candidates.

### SCI. 105 and 106. **Anatomy and Physiology I and II**

3 semester hours (each semester), 4 clock hours

This course assists the student to understand and appreciate the structure and function of the normal human body through lecture, discussion, and laboratory experience.

Physiological principles, fundamental to the maintenance of health and intelligent nursing care, are developed.

### SCI. 110. **Physical Science I**

3 semester hours, 3 clock hours

A survey of the broad areas of the physical sciences. Emphasis is placed on the use of the scientific method in the logical development of scientific concepts.

Required of freshmen in the elementary curriculum and the junior high school curriculum.

### SCI. 112. **General Physics**

3 semester hours, 4 clock hours

A study of the basic laws of physics dealing with mechanics, heat, light, sound, and electricity and magnetism.

Required of sophomores in the industrial arts curriculum and the nursing curriculum.

Prerequisite: Mathematics I and II.

### SCI. 113. **General Chemistry**

3 semester hours, 4 clock hours

A study of the fundamentals of chemistry with material



selected from both the inorganic and organic fields. Modern chemical processes and products are emphasized.

Required of sophomores in the industrial arts curriculum.

**SCI. 114. Inorganic Chemistry**

3 semester hours, 4 clock hours

A systematic study of the fundamentals of chemistry with applications in inorganic chemistry. Special attention is given to problems in physiological chemistry.

Required of freshmen in the nursing curriculum.

**SCI. 115. Organic Chemistry**

3 semester hours, 4 clock hours

A systematic study of carbon compounds at the pre-professional level with special attention to problems in physiological chemistry. Required of freshmen in the nursing curriculum.

Prerequisite: Inorganic Chemistry or its equivalent.

**SCI. 116. Medical Physics**

3 semester hours, 4 clock hours

An extension of General Physics, wherein the basic laws of physics are interpreted and evaluated by showing their application to the field of medicine.

Required of sophomores in the nursing curriculum.

Prerequisite: General Physics

**SCI. 201. Biological Science II (Elective) (Invertebrate Zoology)**

3 semester hours, 4 clock hours

A study of animals without backbones from Protozoa to the invertebrate Chordates. Zoological principles are emphasized rather than pure morphology. Animals studied are those common to New England.

**SCI. 202. Biology II (Teachers)**

3 semester hours, 4 clock hours

A study, for the prospective teachers, of the science of living matter, advanced beyond "Biological Science I," with special emphasis on the human biologic organism and the biologic bases of human behavior.

**SCI. 203. Writings in Science (Elective)**

3 semester hours, 3 clock hours

A course in the evaluation of published materials in science. Samples of the outstanding contributions of scientific literature are studied.

**SCI. 204. Geology (Elective)**

3 semester hours, 4 clock hours

A course in physical and historical geology starting with a brief history of the earth and dealing with the various agents which have brought about its present form. Special attention is given to

the evidences of the recent glaciation of New England. Some time is spent in developing the relationship of fossils to the age of the earth, and the similarities and differences of fossil plants and animals to present day organism.

**SCI. 205. Botany (Elective)**

3 semester hours, 4 clock hours

A survey course in botany from bacteria to flowering plants with special emphasis on the higher plants. The course includes field and laboratory work. Individual projects and experiments in plant growth and reproduction are carried out.

**SCI. 206. Conservation of Natural Resources (Elective)**

3 semester hours, 4 clock hours

A course in the proper use and management of fish and wildlife, recreation areas, soil, water, forests, and minerals to attain the greatest good for the largest number for the longest time. The course includes demonstrations, actual experience in the school woodlot, field trips to farms in the area practicing soil and water conservation techniques.

**SCI. 210. Elective Chemistry (Elective)**

3 semester hours, 4 clock hours

A study of chemistry and its applications in present day chemical processes and products, emphasizing subject matter related directly to modern life.

Recommended to meet the requirements for teaching science at the junior high school level.

**SCI. 211. Elective Physics (Elective)**

3 semester hours, 4 clock hours

An extension of Physical Science I in which the material of physics is amplified in considerable detail. Emphasis is placed upon problem solving as a means to understanding.

Recommended to meet the requirements for teaching science at the junior high school level.

Prerequisite: Physical Science I

**SCI. 212. Physical Science II (Elective)**

3 semester hours, 3 clock hours

An extension of Physical Science I in which the fields of astronomy, meteorology, and earth science are amplified in considerable detail.

Recommended to meet the requirements for teaching science at the junior high school level.

**SCI. 213. Modern Physical Theory (Elective)**

3 semester hours, 3 clock hours

A study of theories in the physical sciences, their evolution, and their impact upon previous scientific concepts. Theory development from 1895 to date is emphasized.

## SOCIAL SCIENCE

### S.S. 100 and 101. **World History**

3 semester hours, 3 clock hours (each semester)

A survey of the development of civilization, emphasizing the special characteristics and contribution of successive periods and peoples from primitive man to today. The development of the concepts of culture, culture epochs, and culture transmission.

### S.S. 105. **U.S. History and Constitution**

3 semester hours, 3 clock hours

This course strives to build an understanding of the growth of American institutions, traditions, and ideals, and to develop an appreciation and understanding of the American heritage. The historical forces of the past are studied in their pertinence to the issues and problems of today.

### S.S. 110. **Principles of Geography**

3 semester hours, 3 clock hours

This beginning course helps the student to understand the principles of geography and their effect on man. Analysis is made of the bearing of climatic and physiographic regions, surface and underground waters, soils and underlying rock, minerals and fuels upon human living. Selected regions receive special attention to enable a greater understanding of the variances of man's shelter, clothing, food, and work in different parts of the world. The student is trained in the use of the atlas and other geographic reference devices.

### S.S. 120. **Economics**

3 semester hours, 3 clock hours

A study of the organization and function of economic society to develop understanding of the processes of production consumption, exchange and distribution. A study of economic experiences in terms of theories of value and distribution with an emphasis on costs, marginal utility, rent, interest, wages, and profits. An evaluation of economic philosophies and programs.

Readings, case studies, and class discussion.

### S.S. 202. **History of Massachusetts (Elective)**

3 semester hours, 3 clock hours

An intensive study of the founders and founding of Massachusetts, her evolution as colony, province, and state, her part in and contribution to national life and world culture.

**S.S. 203. History of Middle Ages (Elective)**

3 semester hours, 3 clock hours

The Mediterranean and European world between the fall of classic Rome and the Renaissance: Christendom and Islam, feudalism and the rebirth of town life, the unique cultural contributions of the era.

**S.S. 205. British History (Elective)**

3 semester hours, 3 clock hours

A survey of the evolution and development of the English people and their institutions. The social, economic, constitutional, and intellectual growth of the English institutions are traced in comparison to international evolution.

**S.S. 206. Colonial History (Elective)**

3 semester hours, 3 clock hours

The discovery and colonization of the New World, against the background of European and Indian cultures, the development of English colonies with their democratic and independent spirit, the struggle for continental control, the American Revolution.

**S.S. 207. Current World Affairs (Elective)**

3 semester hours, 3 clock hours

The background, course, and consequences of two World Wars. The history of the major nations, and of international relations, since 1918. Forces and problems of the present.

**S.S. 208. Modern European History (Elective)**

3 semester hours, 3 clock hours

The social-political and industrial revolutions, the Napoleonic interlude and reaction, the rise of nation-states and their empires and the relationship between them under changing economic and political concepts.

**S.S. 210. Regional Geography**

3 semester hours, 3 clock hours

Students are given a working knowledge of the bases upon which the continents may be divided into natural regions, how their natural resources and industries are related, what products each contributes to the world's needs, and the leading routes, and the methods of transportation and distribution. A continent or group of continents is selected for special emphasis.

**S.S. 211. Physical Geography (Elective)**

3 semester hours, 3 clock hours

The student becomes acquainted with the processes which shape the earth's physical features and with the relationships of these features to man's activities. The later part of this course is devoted



to a study of the major physiographic regions of the world. Appreciation and interpretation of maps.

**S.S. 212. Economic Geography (Elective)**

3 semester hours, 3 clock hours

A course designed to give an understanding of the interdependence of nations. A study of the basic geographic factors involved in the production, distribution, and consumption of the major commodities of the earth in relation to national prosperity and development. Regional aspects are emphasized.

**S.S. 213. Weather and Climates of the Continents (Elective)**

3 semester hours, 3 clock hours

Part I of this course is a study of the atmosphere as a part of man's physical environment with temperature; moisture, wind, cloud, and sunshine as natural factors influencing man. The second part includes the practical use of weather records and modern weather maps. Also, an advanced study of the various climatic elements and controls and their applications to various climates of the world. Consideration is given to climatic influence upon man's environment and his activities.

**S.S. 215. Geopolitics (Elective)**

3 semester hours, 3 clock hours

A consideration of geographic influences and world political patterns. Analysis of state areas and zones of political energy. Oceanic and continental powers. Colonies. Emphasis is placed upon present day conditions.

**S.S. 216. Latin America (Elective)**

A geographic evaluation of some of the problems of Latin America: the historical background; the major geographic regions; the economic positions of the countries, colonies, and islands; economic and other problems of the several regions; the relationship of the United States to Latin America; the commercial importance of the various countries and islands.

**S.S. 217. Regional Geography of Europe (Elective)**

3 semester hours, 3 clock hours

A regional analysis of the geographic bases of the internal and international problems which the European countries face today.

**S.S. 218. Regional Geography of Asia. (Elective)**

3 semester hours, 3 clock hours

Asia is treated from several geographical points of view; structure and relief, climate and vegetation, races, and present economic activities, agriculture, stock-raising, and manufacturing. Important parts of Asia, including Japan, China, Korea, India, and the U.S.S.R. are studied in greater detail.

**S.S. 219. Regional Geography of Africa, Australia, and the Islands of the Pacific. (Elective)**

3 semester hours, 3 clock hours

A regional study emphasizing the geographical factors which influence the progress or non-progress of the peoples. Stress is placed on important resources and development.

**S.S. 220. Industrial Society**

3 semester hours, 3 clock hours

This study of the interrelationships of economics and sociology in present technological society is required of all Industrial Arts students. Among its objectives are: increasing acquaintance with the science of production, consumption, exchange and distribution of wealth, understanding of the changing social problems in industry reflected in the operating policies of management, and in governmental relations with labor, capital, and management. Study of the techniques of civilization—science, industry, and the arts—as they interact in the art of living.

Readings, economic studies, and class discussion.

**S.S. 221. Sociology for Nurses**

3 semester hours, 3 clock hours

An introduction to the science of social relations. A detailed study of the basic factors and processes in the development of social institutions, and the interrelationships of sociology, economics, anthropology and geography in American culture.

There is special emphasis on the nature and function of health service in our democratic society and on the sociological problems of health service.

**S.S. 222. Social Institutions**

3 semester hours, 3 clock hours

A survey of the functions, techniques, and interrelationships of economics, sociology, and anthropology in the service of cultural needs. Universal culture traits, culture areas, culture diffusion, and social progress.

An introduction to the science of groups and social institutions. A study of the processes which effectuate social progress and betterment.

A review of such influences in social change as heredity, environment, race, population, and status.

**S.S. 223. Social Institutions (I.A.)**

3 semester hours, 3 clock hours

A historical review of human culture: the development by primitive man and his historic successors, of the tools, standards, and institutions of society.

**S.S. 230. Comparative Government**

3 semester hours, 3 clock hours

A comparative analysis of the various forms of government, their underlying philosophies, and their differing political climates. The American system receives special emphasis.

**S.S. 231. Public Finance (Elective)**

3 semester hours, 3 clock hours

The study of major problem areas in public fiscal administration. Problems receiving attention include the theory and practice of public expenditures and collection of public revenues; policy formation in fiscal administration, local, state, and national; taxation problems; budgetary practice; and public relations.

**S.S. 232. Labor Problems (Elective)**

3 semester hours, 3 clock hours

The historical background and present status of labor organizations and problems. A study of labor markets, systems of wage-payments, relation of wage policy to employment, and related problems. Theories and programs of Industrial Democracy.

**S.S. 233. Modern Economic Theory (Elective)**

3 semester hours, 3 clock hours

A survey of modern economic thought from its English and European origins. Mass production and interchangeable parts, expanded consumption and advertising, sub-division of labor and full employment, distribution of income and social security, and gross national product and deficit financing are some of the factors studied in detail.









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